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ABSTRACT

This report proposes fundamental changes in teacher preparation for both the public and independent colleges and universities in Massachusetts. The new recommended model creates two stages for teacher certification. The provisional credential would normally be awarded at the end of undergraduate preparation and would be valid for 5 years. The education major as it has been known would be replaced with a liberal arts or sciences major or, in some cases, an approved interdisciplinary major. Along with this, the undergraduate program for all future teachers must include a strong general education core. Prior to beginning to teach as a provisional teacher, a prospective teacher must study pedagogy, including child development and classroom management and must have at least 150 hours of supervised in-school experience. Prior to full certification, a prospective teacher must earn a masters degree. This would involve appropriate specialization in grade level, a specialized field such as bilingual education or special education, or in a subject matter specialization for a high school teacher. The masters degree would have to be earned by the provisional teacher while employed in a school and with the support and supervision of a mentor teacher as well as education and liberal arts faculty members from the college or university. (JD)

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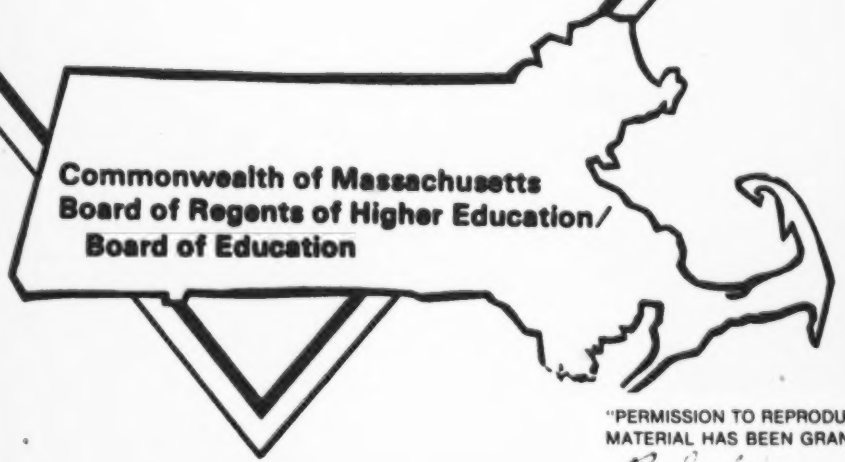
MAKING TEACHING A MAJOR PROFESSION

Recommendations of the Joint Task Force on Teacher Preparation

October 1987



Commonwealth of Massachusetts
Board of Regents of Higher Education/
Board of Education

SP 029 497

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Preface

The Joint Task Force on Teacher Preparation (JTTP) was created by the Massachusetts Board of Regents of Higher Education and the Massachusetts Board of Education and convened by Commissioner Harold Raynolds and Chancellor Franklyn Jenifer in May, 1987. The Task Force consists of 31 members, including teachers, school administrators, members of college faculties of education, college presidents, legislators, and public representatives. Seven part-time staff members on loan from other agencies have assisted the JTTP in its efforts. The Task Force would like to express its appreciation to all of the institutions which released staff members and especially to the John W. McCormack Institute of Public Affairs at the University of Massachusetts/Boston for its generous support to the work of the Joint Task Force. (See Appendix for full list of members of Task Force and staff.)

The purpose of the Joint Task Force on Teacher Preparation is to make recommendations to the Chancellor of Higher Education and the Commissioner of Education for improving teacher education in the state colleges and universities within the Massachusetts public system of higher education. While our primary focus is the system of public higher education in the Commonwealth, we recognize that there may be significant implications for independent institutions in our recommendations. As a sign of the seriousness with which the Board of Regents takes this enterprise, they have placed a moratorium on the approval of any new education programs until the report of this task force has been received.

The work of the JTTP has been guided by several recent reports, including the Report on Teacher Education in Massachusetts (Griffiths report) and the study on Teacher Supply and Demand in Massachusetts (MISER study), as well as by the work of the Holmes Group, and the Carnegie Task Force on Teaching as a Profession. Other significant national and state studies relevant to teacher preparation have also been taken into consideration. These readings have been helpful in identifying critical problems in current teacher preparation programs in Massachusetts and across the country and in suggesting broad directions for change. We have also been fortunate to have on our Task Force people from schools, school districts and institutions of higher education already engaged in efforts to create new models and approaches in the Commonwealth. The Task Force has learned from their efforts as well.

The Task Force has deliberated long and hard about the many serious issues involved in teacher preparation. While we have drawn freely from the ideas and proposals of others, we have also tried to develop our own perspective of what needs to be done to improve the quality of teaching, and ultimately the quality of education for children in the Commonwealth.

Introduction

The JTTP proposes a new, rigorous system of teacher preparation that will develop and sustain an excellent and diverse teaching force in the Commonwealth's schools. We have thought carefully about those personal qualities, professional skills and areas of knowledge that the best teachers currently bring to their profession. Clearly the system of teacher preparation must systematically support and foster such excellence. But we know we must accomplish even more.

Teaching is a complex intellectual and social activity. As we approach the 21st century, teachers must be prepared to educate students to live and work in an increasingly technological, interconnected and ever-changing world. If our teachers are to meet this challenge, we must develop new approaches to and standards for the training of teachers. We must find ways to draw on the strengths of our current teaching force in the preparation of the next generation of teachers. Ultimately, we must make teaching a more highly respected and valued profession, with opportunities for professional development and advancement.

A New Model of Teacher Preparation

The system of teacher preparation proposed in this report consists of two distinct stages, each of which is intellectually demanding and rigorous. In the first stage, ordinarily completed at the undergraduate level, prospective teachers develop the foundation of knowledge and the competencies and skills they need to enter the classroom as provisionally certified teachers. In the second stage, teachers begin the practice of their profession, while earning a masters degree and developing the advanced knowledge and competencies required for full certification. This stage encompasses a combination of practice, reflection on practice, advanced pedagogical studies and concentrated study in a subject area or area of teaching specialization. Most teachers will complete the requirements for full certification through participation in a clinical masters program in the field of education.

Each of the proposed stages has its own purposes and requirements. Taken together, they constitute a new, comprehensive approach to the preparation of Massachusetts teachers. The major elements of that approach are outlined below.

• A solid foundation in the liberal arts and sciences

A strong foundation in the liberal arts and sciences should be an essential part of the preparation of elementary, middle school and high school teachers. Whatever their grade level speciality, teachers make critical decisions about what their students should learn and how they are most likely to develop such knowledge and competencies. To be informed in making such decisions, teachers need to understand the nature and structure of the disciplines they teach, their captivating and compelling ideas, and their interactive relationship with other disciplines.

The JTTP proposes that undergraduate programs leading to provisional certification require a major in the liberal arts and sciences, or an appropriate interdisciplinary major, as well as a broad distribution of liberal arts courses. In the proposed system, the emphasis on subject matter knowledge and competency continues into phase two as candidates for full certification engage in graduate studies. These studies will emphasize further specialization in areas of teaching, such as Early Childhood Education, Bilingual Education or Special Education, and further development of depth in subject areas, especially for those preparing to attain full certification as secondary school teachers.

- **An integration of subject matter, pedagogy and knowledge of cultural and individual differences.**

Teachers need to connect their knowledge about the structure and methodology of subject matter to an understanding of how students learn and think at different ages and stages, and to an appreciation of different learning styles and appropriate teaching strategies. Cultural awareness, although currently recognized as a necessary competency for teachers, deserves greater emphasis. Teachers must have an understanding of and appreciation for the many different cultural backgrounds of students in the public schools of the Commonwealth. It is also essential that teachers understand and appreciate individuals with a variety of special needs and handicapping conditions, and that they convey this appreciation for diversity to their students.

The integration of skills and knowledge we propose must begin at the earliest stage of teacher preparation. Subject matter, pedagogy, and developmental and cultural issues should not be offered as isolated courses, taught by different departments. The JTTP calls upon undergraduate programs to develop a more integrated approach to the preparation of teachers, which may involve the creation of new courses or inter-disciplinary studies. We recognize that this may well require reform in the liberal arts as well as the education curriculum.

The JTTP also recognizes that it is in the process of working with students and reflecting on that experience that new teachers most clearly perceive the crucial and dynamic relationship of subject matter to pedagogy and to individual and cultural differences. Our proposed emphasis on clinical experiences--throughout the preparation of teachers--is described below.

- **Clinical experience prior to and during the first year(s) of teaching**

The heart of the teacher preparation process should be in the schools where teachers will practice their profession. It is essential that prospective and new teachers have opportunities to observe and work with seasoned professionals in the classroom setting, and that these opportunities become the basis for reflection and further professional growth.

The JTTP believes that clinical experience should be an integral part of preparing teachers for provisional and then for full certification.

Specifically we propose that colleges offer field-based courses that prepare prospective teachers to meet the requirement for provisional certification of at least 150 hours of supervised classroom experience. At the graduate level we propose a clinical masters program in which the college and school district work together to provide provisional teachers with intensive support and supervision in their first year(s) of teaching. For new teachers, the support and guidance of mentor teachers, as well as systematic opportunities to reflect on their own practice through seminars or courses, can make the difference between bare survival and growth.

- **Collaboration between colleges and schools and a strengthened role for school-based professionals**

A new partnership of schools and colleges will strengthen the role of school-based professionals in the preparation and continuing education of teachers and will give college faculty the opportunity to work collaboratively with school practitioners in the professional education of teachers. The clinical model we propose rests both on enhanced collaboration and on the development of a core of mentor teachers who will supervise and support new teachers while working closely with college-based faculty.

It is our belief that today's teachers are a great untapped resource in training the next generation of teachers. Teachers have amassed a wealth of experience which too often is ignored by those engaged in educational reform. Utilizing this resource will, we believe, not only provide a first rate education for those entering the profession, but will also stimulate the professional growth of those who are already teaching and ultimately make teaching a more highly respected and valued profession.

- **Enhanced access, as well as incentives and support for minority students potentially interested in entering the teaching profession.**

Any plan to upgrade and professionalize teaching must go hand in hand with efforts to increase diversity within the teaching force. Students entering the public schools are more diverse than ever before in our history, yet the teaching force is largely homogeneous. The percentage of minority teachers is projected to be as low as 5% by 1990. This constitutes nothing short of a state of emergency. Not only do minority students suffer when they have little or no exposure to minority teachers, but white students suffer as well. Diversity is a living symbol of democracy. White and minority students are best served by an integrated teaching force which models competence, cooperation and commitment.

In creating the proposed framework for teacher preparation, the JTTP has considered the potential impact of each recommendation on the composition of our future teaching force. It has been our intent to remove any institutional barriers that might discourage or prevent minority candidates from entering the teaching profession, and to find new ways to attract and retain minority teachers.

We believe that the clinical emphasis we propose will not only improve the quality of teacher education, but will also enhance access to the profession for low-income and minority candidates. Provisional teachers will be eligible to earn a salary while they continue to train for the profession. It is our hope that this will make teaching an attractive career option to candidates who cannot delay earnings for graduate study. In addition, the JTTP calls for more vigorous outreach and recruitment of prospective minority teachers, as well as a system of incentives and support to ensure their completion of the requirements for teaching certification.

- **Comprehensive standards, evaluated by multiple measures of competence, for entrance into the profession**

The goal of the JTTP is to raise the standards for entrance into the profession without creating unnecessary or irrelevant hurdles. We note a tendency in some states to look to single tests or single measures in selecting candidates for the teaching profession. This seems to us to underestimate the complexity of the profession and may indeed rob the profession of some potentially excellent teachers. It is our belief that the quality and diversity of the future teaching force will be better protected through a more comprehensive set of standards.

The system we propose includes two points at which prospective teachers must demonstrate a number of specified competencies--upon completion of the undergraduate teacher preparation program leading to provisional certification to begin teaching in the schools and upon completion of a clinical Masters program leading to full certification. At both of these points, the JTTP proposes the use of multiple rather than single measures of a candidate's competence and potential.

In addition, we support the notion of a state-supported performance assessment center to evaluate the competencies of those candidates for provisional or full certification who have not come through the newly proposed Massachusetts system, but nonetheless meet some or all of the standards. Such a center would have the authority to design and approve appropriate programs for teachers coming to Massachusetts from other states which would allow them to achieve full certification in the Commonwealth. We cannot afford to discourage or lose good teachers from out of state who have skills to offer children in the Commonwealth.

Towards Implementation

We hope that it will be apparent to the reader that the purpose of this report is not to substitute the new "one best system" for the current system of preparing the Commonwealth's teachers. The JTTP is proposing a new set of role relationships among key actors involved in the education process. Program diversity is crucial both to meeting the needs of the different groups and to continuing improvement of the system of teacher education. Our goal is to assist the Board of Education and the Board of Regents in setting broad guidelines which will ensure a high standard of quality.

The JTTP believes that within the framework proposed in this report there will be many different ways of offering quality undergraduate programs as well as specialized institutes leading to the provisional credential. Local school districts, in conjunction with different colleges, can also develop a wide range of programs leading to the Masters degree and full licensure. We suggest that a Center of Excellence in Teacher Preparation be established, based on the model of the Centers of Excellence Corporation. Such a center should be able to offer incentives and have the authority to waive regulations in order to encourage both excellence and experimentation in the development of new programs. A specific focus should be the development of innovative approaches and programs to attract minority candidates to the teaching profession.

The JTTP is aware that implementation of its recommendations will have to proceed deliberately, with a phase-in that does not jeopardize the status of any of those either in training for or already full-fledged members of the profession. Every effort must be made to ensure the continuation of interstate reciprocity agreements. Current teachers, who have entered the profession under a variety of earlier certification requirements, should, of course, be accorded full certification under the new system.

Although current teachers will not be directly affected by the new requirements proposed, we believe they will have enhanced opportunities to work closely with faculty in the colleges and to continue their own professional development. It is our hope that such opportunities will help teachers to gain more control over the environment in which they work. Teaching is considered a profession, yet teachers are rarely accorded the respect and autonomy of other professionals. It is only with fundamental improvements in the professional experience of the current teaching force that tomorrow's teachers will be given the kind of education which we propose in this report, or indeed that the students in teacher training programs will be of the quality we seek.

It is interesting to note that the Massachusetts Commission on the Conditions of Teaching recently proposed the establishment of a network of professional development schools, in which new models of pre-service education and ongoing professional development are collaboratively designed and administered by school and college staff. The Commission has thus reached a similar conclusion to ours--that the role of the school-based professionals should be strengthened and a new partnership of schools and colleges should be forged.

The JTTP believes that it is possible to elevate the profession of teaching without making teaching a more hierarchical profession. Much of the current thinking about reform of the teaching profession and of teacher preparation proposes the establishment of new career ladders for teachers. Yet part of the historic appeal and strength of the teaching profession has been its relatively egalitarian nature. The two-phase framework proposed

here does create a kind of "differentiated staffing," but a form that we believe is different from many other plans.

The provisional teacher envisioned in this report is engaged in preparation for the profession, not on a permanent low rung within the profession. Indeed, we recommend a five year maximum after which a provisional license would expire. The majority of those teaching in the schools will be fully certified teachers, who have achieved this status by completing a clinical internship and the Masters degree. They will be given the respect and the compensation deserved by such professional training and accomplishment. They will also be eligible to apply for and be trained as mentor teachers, who play a key role in the support and guidance of pre-provisional and provisional teachers.

The JTTP recognizes that school principals and superintendents play a critical role in the development of a school climate that supports professional of the sort called for in this report. It has, however, been outside the purview of this Task Force to comment on the preparation or training of administrators. Formation of a special policy group to pursue this issue would be in order.

Finally, the JTTP is aware that several important questions and concerns will have to be addressed before the proposed system can be implemented. Primary among these are the key issues of governance and finance. There must be clarity regarding the division of authority and accountability among the Board of Education, the Board of Regents, the various colleges and universities of the Commonwealth and the local school districts. And there must be clarity regarding the costs of the proposed system and how these will be met. We recognize that aspects of this report affecting wages, hours, and any other term or condition of employment will be subject to collective bargaining.

The proposals contained in this report represent a significant series of changes in teacher preparation and, we believe, a significant strengthening of the process. The JTTP is firmly convinced that the benefits of the new system will far outweigh the costs, but we are also aware that the costs of the proposed system must not exceed the ability or will of the Legislature, and ultimately the citizens, to support improvement in the quality of education in the Commonwealth. The adoption of these recommendations must include a commitment to providing to necessary resources. It is the belief of the JTTP that the first step is to develop a consensus around the broad guidelines for change. The proposals in this report are offered in this spirit and with this intent.

Phase One: Preparing Teachers for Provisional Certification

The intent of the proposed undergraduate program is to provide prospective teachers with a broad liberal education and the competencies and skills they will need to begin teaching. Such competencies include a foundation of knowledge in the subject areas they will teach, an understanding of how to make that content accessible to students, and basic classroom management skills. Bringing prospective teachers to this point will require greater rigor in both liberal arts and education courses, and ultimately, a more integrated program of liberal and professional studies.

#1: The heart of the undergraduate program for prospective teachers should be a broad liberal arts and sciences core, with a liberal arts or sciences major or an appropriate interdisciplinary major.

The foundation for good teaching is a firm grasp of subject matter content and the capacity to interpret and translate that content. The JTTP believes that in-depth study in a single field of concentration is one of the best means of ensuring a quality undergraduate education for all of our teachers.

In recommending the broad liberal arts and sciences core with a liberal arts or sciences major, the JTTP has stopped short of recommending specific courses. Our interest is in proven competency in a variety of fields, including English, history, psychology, art, music, sociology,anthropology, foreign languages, technology, math and science, and in a depth of knowledge in at least one field of study. The liberal arts core should also be informed by a multi-cultural and multi-lingual perspective and include the study of non-Western cultures.

Some colleges may choose to develop an undergraduate program for prospective teachers that integrates liberal arts and sciences with professional studies. Such a program should meet the criteria of both breadth in the liberal arts and sciences and depth in an appropriate major. The program must be the result of collaborative planning between the liberal arts and sciences and the education faculties. The curriculum of the program would have to demonstrate this collaboration in all of the courses proposed as well as in the coherence of the program as a whole. Courses in the interdisciplinary major must be cross-listed and approved by the liberal arts and sciences and the education faculties.

It cannot be assumed that all liberal arts and sciences programs as they currently exist achieve the desired outcomes of a general and liberal education, nor can it be assumed that intensive work in a subject area field necessarily results in the capacity to interpret and translate that content. We recognize that there is much variation in the core curriculum requirements of the many colleges in Massachusetts as well as in the content of the courses and the modes of instruction employed.

The JTTP is also aware that the call for educational reform extends to the college curriculum as well as to elementary and secondary schools and that recent national studies have pointed particularly to disarray in the liberal arts. Therefore, we make the following subsidiary recommendations:

- We call upon the Board of Regents to engage in a thorough study of the liberal arts curriculum. Part of the mandate of this study should be to review and propose changes in the distribution requirements of the general education core, as well as the content and pedagogy of liberal arts and sciences courses in light of the Commonwealth's need for liberally and rigorously educated teachers.

- We call upon the Board of Education to review and revise the program approval standards and process for undergraduate teacher preparation programs to reflect the proposed emphasis on the liberal arts and sciences and on the desired outcomes of a liberal education for prospective teachers. In particular, the Board should review the categories of teaching certificates, especially for secondary teachers, in light of the need to assure expertise in the subject areas in which teachers practice.

#2: The undergraduate program should offer a combination of college-based and school-based studies of learning, teaching and child development. A minimum of 150 hours of supervised classroom experience will be required for provisional certification.

In preparing for provisional certification, prospective teachers need opportunities to study the growing knowledge base regarding teaching, learning, and child development. They need opportunities to see the connections between that knowledge base, the subject matter, and the actual practice of teaching in the schools. They must understand the cultural backgrounds of the students they will teach as well as the special learning needs of some students. It is especially critical that prospective teachers observe and practice in classrooms, experiencing the challenges of interpreting and translating subject matter knowledge and pedagogical theory into the classroom setting.

By offering a combination of college-based and field-based courses, undergraduate teacher preparation programs can provide such opportunities. For example, new courses could be developed that complement the prospective teachers' study of the liberal arts by integrating subject matter and pedagogy. In such courses, prospective teachers would gain knowledge of how students learn to think as well as how they are most likely to learn the critical concepts of particular subject areas. Field study could be offered as an aspect of a variety of both liberal arts and sciences and education courses.

Field study courses, that include both observation and supervised teaching, will have to be carefully designed to prepare prospective teachers to meet the proposed standard of 150 hours of structured classroom experience. The purpose of the early field assignments (which could be offered as early as freshman year) should be to allow students to observe children learning, to explore whether they like being with children, particularly in a teaching role, and to explore themselves as learners. Later field work should include analyzing curricula, teaching small groups of students, and planning and teaching lessons or curricular units to large groups of students under the supervision of an experienced teacher. A prospective teacher should be able to meet the standard by taking three field work courses of the sort described above.

Undergraduate teacher preparation programs have an obligation to ensure that pre-provisional teachers form and test a knowledge of pedagogy, curriculum planning and the skills needed to maintain a sense of order and purpose in the classroom. At the same time, the emphasis of the undergraduate program must remain on the liberal arts and sciences. We anticipate that this emphasis will, in most cases, mean a significant reduction in the overall numbers of courses in education.

It is our belief that many of the topics now covered at the undergraduate level are best learned in the context of the practice of the teaching profession. While prospective teachers can begin to make connections between theory and practice, between subject matter and pedagogy at the undergraduate level, a deep understanding of these crucial and dynamic relationships will best occur during the clinical Masters program when teachers are working with students on a daily basis and reflecting on that experience. The education major as it has traditionally been known in undergraduate teacher preparation will no longer be necessary or appropriate.

The JTTP believes that the rigor and integration of the undergraduate program for prospective teachers can best be achieved through collaboration of the education faculty, and the faculty of arts and sciences. It is difficult to establish the principle of the connectedness of knowledge when the faculty itself remains segmented. To encourage such collaboration, the JTTP makes the following subsidiary recommendation:

- Each college or university should establish a Joint Committee consisting of members of the Liberal Arts and Education faculties and school based personnel. The mandate of the committee would be to develop a plan to integrate the teaching of liberal arts and professional studies.

Ultimately the success of such an effort will depend on the extent to which the Joint Committee can move the discussion from a structural level to more pedagogical and substantive concerns. They may indeed want to take up two of the questions with which the JTTP began: What are the

necessary and appropriate skills and knowledge bases needed to enter the profession of teaching? What are effective approaches for preparing potential teachers in the essential knowledge and skills they will need?

#3: College faculty should work closely with classroom teachers in supervising and evaluating the field-based experiences, and ultimately in ensuring that prospective teachers gain the entry level skills necessary for provisional certification.

The JTTP recognizes that current members of the education faculty of our colleges are being asked to make significant changes in their professional lives. People who have previously focused on college-based instruction for undergraduates will now spend much of their time as "clinical professors" supporting mentor teachers and working in a supervisory relationship with undergraduate students completing their field work in the schools, or with graduate students who are teaching in the schools as provisionally certified professionals. In recognition of this crucial transition, the JTTP makes the following subsidiary recommendation:

- Faculty development resources should be allocated to support education faculty members in the transition process and to promote their ongoing professional development.

The change in faculty roles is critical to the system we propose. As the heart of the teacher preparation process moves into the schools, college faculty must also make this transition. Their presence in the schools, and their interaction with experienced teachers and administrators who work there will help create a climate within which professionalism can flourish. Ultimately, the quality of a prospective teacher's field experience, and hence preparation to begin teaching, will depend upon the development of such a climate.

The designation of mentor teachers, who collaborate with the college faculty, and whose classrooms become "learning laboratories" for pre-provisional and provisional teachers, is also essential. (For further discussion of the selection and training of mentor teachers, see pages 16-17). Through a process of regular meetings, mentor teachers and college faculty can support prospective teachers in integrating their academic and professional training with the realities of the classroom.

#4: Undergraduate programs for prospective teachers should establish clear exit standards, based on the desired outcomes of the program.

Students who successfully complete an approved undergraduate program in teacher preparation will become provisionally certified teachers, qualified to take the legal responsibility for classrooms in the

Commonwealth. It is thus critical that college programs establish and maintain clear standards.

In the final year of the undergraduate program, assessments of students should be drawn from the multiple perspectives of liberal arts and education faculty at the college and school based staff with whom they did field work. Students should be asked to demonstrate their competencies and skills through multiple evaluation processes, including papers or theses, observation of field work, comprehensive exams or standardized tests.

#5: Undergraduate programs should make vigorous efforts to recruit minority candidates and prepare them to enter the teaching profession.

Historically, the bulk of our nation's teaching force has consisted of first generation college graduates. While many of the minority students who are entering or eligible to enter college fall into this potential pool of future teachers, few are making the decision to enter the profession. The expense of a college education combined with the uncertainty of finding a teaching position and the relatively low salary scale all appear to be factors in this decision.

The JTTP believes that vigorous outreach and recruitment will be necessary to attract more minority candidates into teacher preparation programs; and that special incentives, approaches and programs will be important in ensuring that these candidates complete the first phase of preparation for the teaching profession and are thus eligible to begin teaching in the schools and working towards full professional certification.

We recognize that we are asking for a considerable commitment on the part of the colleges, and believe that this is a commitment that must be supported by all of the institutions In light of the vital importance of a diverse teaching force, the JTTP makes the following subsidiary recommendation:

- We call upon the Chancellor of Higher Education and the Commissioner of Education to lead in the development of plans and programs for attracting minority students into the teaching profession. Specifically, it will be important for these two state leaders in education to clarify both what is expected from the colleges in this regard and what incentives and supports will be made available to assist the colleges in their efforts to recruit and retain minority candidates for the teaching profession. Particular consideration should be given to the development of special financial incentives such as a loan forgiveness program to subsidize the training of minority as well as other teachers where appropriate.

#6: Colleges should develop special programs for non- traditional candidates for provisional certification.

Different individuals decide to enter teaching at different times and stages of their lives and careers. Someone might choose to enter teaching at a mid-career point, after ten or more years in another profession; a recent college graduate might suddenly see teaching as an attractive option; an instructional aide, who had been assisting in a classroom for five years might want to enter a B.A. program leading to provisional teaching certification.

Colleges could take a variety of approaches and develop a variety of programs designed to help such individuals prepare for the profession. A number of models for such programs already exist in colleges and universities across the state. Others could be developed. For example, a college could collaborate with a school district in offering an intensive teacher preparation institute, including a field-based component that meets the proposed requirement of 150 supervised classroom hours. Through such an institute, college graduates with strong academic backgrounds could develop the skills and competencies to gain provisional certification.

Programs for non-traditional candidates who are members of linguistic and racial minorities could also be developed as collaborative efforts between colleges, school districts and the Commonwealth. As a starting point, successful efforts, such as the Teacher Corps, that have resulted in the recruitment and training of minority teachers should be identified and carefully examined.

Phase Two: Preparing Teachers for Full Certification

In entering the teaching profession and moving towards full certification, provisional teachers need the opportunity to sustain, broaden and deepen their knowledge base, competencies and skills. The JTTP believes that the proposed clinical masters degree program in education will provide that opportunity. Teachers begin to practice their profession while earning a masters degree and developing the advanced knowledge and competencies required to become fully certified members of the profession.

#7: A masters degree should be required for full teaching certification. Colleges should offer a masters program structured around a clinical model of teacher preparation.

The JTTP proposes that the heart of the masters program leading to full certification be a clinical experience of at least one full year (or the equivalent) of supervised teaching and reflection on teaching. In addition, the program should offer a rigorous academic component, including advanced pedagogical studies and concentrated study in the teacher's subject area or area of teaching specialization. The intent is to provide provisional teachers with a combination of reflective practice and related coursework.

Colleges could consider a number of different ways of combining the clinical and academic components. For example, a program could begin with the clinical year followed by a year or more of coursework; or a program could offer the opportunity for two years of part-time teaching, combined with coursework; or a program could begin with a semester of full-time coursework, followed by a full-time teaching experience and additional coursework as necessary. New teachers might major in various areas of teaching specialization, such as early childhood, reading, special education, or bilingual education. Secondary school teachers would divide their time between pedagogical studies and graduate level course work in the subject field in which they will teach.

Whatever the exact design of the masters program, it is important that colleges and universities take institutional responsibility for providing advising and assistance to provisional teachers for career development and planning. Since provisional teachers must complete a clinical experience in order to receive full certification, colleges and universities should work with school systems in helping provisional teachers to find employment in appropriate settings.

The JTTP expects that teachers will enter a clinical masters program as soon as they receive their provisional certification; we propose that they be required to do so within two years of beginning teaching. Provisionally certified teachers should complete the masters program and demonstrate

the successful completion of the clinical and academic requirements for full certification within five years of entering the profession.

The JTTP recognizes that some provisional teachers will already have a masters degree. These people should not be required to earn a second masters degree, but they must complete their clinical experience and advanced pedagogical studies at a level equivalent to that required in the clinical masters program. We urge the development of programs that conform to the needs of this relatively small but vital group. As provisional teachers they will need the support of mentor teachers in the school and college faculty in the field of education. They should not, however, have to repeat areas in which they are already competent.

It is important to note that the clinical experience we propose is different from student teaching and from the experience of currently designated provisional teachers or newly designated apprentice teachers. Unlike student teaching, the clinical experience we propose will normally involve a salary and the opportunity to be considered responsible, albeit entry-level, members of the profession. Unlike the current provisional or apprentice teachers, participants in this program will not begin teaching until they have successfully completed 150 hours of supervised classroom work linked to appropriate college-based instruction. Furthermore, they will receive significant levels of supervision and support from both school-based and college-based faculty.

#8: Masters programs should be designed to ensure that provisional teachers receive intensive supervision and support from three key people: a mentor teacher in the participating school, an education advisor from the participating college and a liberal arts advisor from the college.

The mentor teacher will have primary responsibility for demonstrating different teaching strategies and modes and for the daily supervision of beginning teachers. Mentor teachers will spend time helping provisional teachers understand the curriculum, the students, the teaching/learning process, and the political and social environment of the school. They will support new teachers through what is often an isolating experience and introduce them to the notions of cooperative and team approaches to teaching. They will also work closely with the graduate faculty in assigning appropriate projects and will help new teachers see how the theories and research they are studying at the college can be useful to classroom situations.

The education advisor, a member of the university or college faculty of education, will help beginning teachers select a combination of school-based and college-based graduate level education seminars and courses. These courses should be intellectually demanding and challenging and combine liberal and professional perspectives in a new paradigm of teacher

education. Specifically, provisional teachers should pursue studies that enhance their pedagogical skills and particularly their ability to connect content to pedagogy, that develop their capacity to translate research into practice and that help them learn to analyze the problems that may occur in the classroom and come up with creative and innovative solutions.

At least one faculty member from the college should work closely with the mentor teacher in supervising and supporting the clinical work of the provisional teacher, and in ensuring the integration of teaching experiences and coursework in education. We anticipate that these courses will sometimes be offered on the college campus and sometimes at the school site. It should also be noted that those new teachers wishing to specialize further in such areas as early childhood, special education, bilingual education or Industrial Arts should have an education advisor from that area who can help them tailor a course of study to the further development of such a specialty.

The **liberal arts and sciences advisor** will help new teachers develop a graduate level program of study that will deepen their knowledge of one or more subject areas. The advisor will help connect masters degree candidates to liberal arts and sciences faculty members who can explicate the structure and content of particular disciplines and offer appropriate models for teachers to use in explaining subject matter to students.

Each member of the team of advisors will have a unique role to play. Ultimately, however, the ability of provisional teachers to make connections between their academic studies and the realities of classroom teaching will depend on the successful collaboration among their school-based and college-based advisors. Mentor teachers and college graduate faculty will be jointly responsible for the supervision, support and instruction of provisional teachers. It is thus critical that both the colleges/universities and school districts be involved in the planning and implementation of the masters programs. To ensure that collaboration the JTTP makes the following subsidiary recommendation.

- Accreditation standards for masters programs leading to full teacher certification should require a partnership between the college or university and the school district. To be accredited, a program should include at least one participating college (which will grant the masters degree) and at least one participating school (which will provide the setting for the teaching experience and the mentor teacher from its own faculty).

The participating school may be-- but does not have to be--a specially designated professional development school. The school must have at least one mentor teacher (agreed upon by the college and the school district), and the college or university must ensure the availability of both education faculty members and liberal arts faculty members to collaborate with the mentor teacher both on the school site and on the college campus.

Programs may also be larger, involving several schools and/or several colleges. Thus two or three colleges might work with a single school district in a unified program of instruction; responsibility for awarding the degree would need to be clearly defined in this case. It would also be possible for a single college to develop a program that involves several different schools. Different patterns are acceptable, as long as the college or university and the school district have joint responsibility for the planning and implementation of the program. In developing these partnerships, colleges should try to ensure socio-economic and cultural diversity among the participating schools.

#9: The critical role of mentor teachers in the preparation of new teachers should be recognized, supported and rewarded by the colleges, the school districts, and the Board of Education.

Mentor teachers should be highly regarded members of their profession, who have credibility among both their colleagues in the school and faculty members in the college or university. Close attention must be paid to how these mentor teachers are selected, trained, and supported in their new roles.

Because mentor teachers will be key to the collaboration between schools and colleges, the selection and training process must also be collaborative. The effectiveness of the mentor teacher model very much depends on the extent to which mentor teachers understand the complexities and dynamics of the mentor-new teacher relationship, as well as the relationship between the school and the community, and are able to assume such roles as: supervisor, facilitator, and colleague/coach.

Fair and rigorous standards of selection will have to be set that result in the selection of recognized and highly versatile professionals. Training models will also have to be developed to help mentor teachers enhance their skills in the areas of leadership development, curriculum and program development, program evaluation and teacher collaboration.

Having completed a training program, mentor teachers should be granted new job descriptions which include substantial opportunities and time for collaboration. The supervision and training of provisional teachers cannot become an "add-on" to what is already a full-time job. To be a fully participating member of the team responsible for the preparation of teachers, the mentor teacher will have to be familiar with the college program and aware of what the pre-provisional or provisional teacher is studying, both in education and liberal arts courses. Mentor teachers should be granted sufficient release time to perform their new duties. The special responsibilities and skills of the mentor teacher should also be reflected in his/her professional status and salary.

We recognize the expense involved in creating the new professional role of mentor teachers, but believe that the costs can and must be met if Massachusetts is to implement the proposed system of teacher preparation. These costs cannot be met by the school districts alone, and will require further deliberation and involvement of the Legislature, the school districts, the Board of Education, the Board of Regents, the colleges and the universities.

The colleges can do a great deal to recognize and support the speciäl role of the mentor teacher. For example, mentor teachers could be offered adjunct faculty status by the college, and could hold a "joint appointment" to the school and to the college. Colleges could also offer mentor teachers the opportunity to take supervision courses or other advanced education courses on campus. In turn, college faculty should receive support to teach or do research in elementary or secondary school settings.

It is easiest to envision such structural arrangements and relationships within the context of the specially designated Professional Development Schools, and perhaps this should be the testing ground for many of these ideas. It will, however, be essential to have mentor teachers in other schools as well, both to allow for sufficient numbers and diversity of experiences.

The JTTP believes that mentor teachers should not be required to pursue a post-masters degree in education. But, mentor teachers, like the many other seasoned professionals in the schools should be encouraged to continue their studies at the post-masters level. The JTTP thus makes the following subsidiary recommendation:

- The Board of Regents should undertake an intensive review of post masters-level programs in education offered in the state. The JTTP believes that there is an inextricable link between the caliber of our future teachers and the quality of the advanced graduate work that so many of their role models--in the college classroom as well as in the schools--pursue.

  Post-masters programs in education should provide excellent and appropriate preparation for those wishing to pursue various specialties within the field of education. Graduate programs in education beyond the masters level should be designed to prepare policy specialists, researchers, administrators, curriculum developers and "teachers of teachers" (both in the colleges and universities and as mentor teachers in the schools).

Summary of Major Recommendations

Phase One: Preparing Teachers for Provisional Certification

#1: The heart of the undergraduate program for prospective teachers should be a broad liberal arts and sciences core, with a liberal arts or sciences major or an appropriate interdisciplinary major.

#2: The undergraduate program should offer a combination of college-based and school-based studies of learning, teaching and child development. A minimum of 150 hours of supervised classroom experience will be required for provisional certification.

#3: College faculty should work closely with classroom teachers in supervising and evaluating the field-based experiences, and ultimately in ensuring that prospective teachers gain the entry level skills necessary for provisional certification.

#4: Undergraduate programs for prospective teachers should establish clear exit standards, based on the desired outcomes of the program.

#5: Undergraduate programs should make vigorous efforts to recruit minority candidates and prepare them to enter the teaching profession.

#6: Colleges should develop special programs for non-traditional candidates for provisional certification.

Phase Two: Preparing Teachers for Full Certification

 # 7: A masters degree should be required for full teaching certification. Colleges should offer a masters program structured around a clinical model of teacher preparation.

#8: Masters programs should be designed to ensure that provisional teachers receive intensive supervision and support from three key people: a mentor teacher in the participating school, an education advisor from the participating college and a liberal arts advisor from the college.

#9: The critical role of mentor teachers in the preparation of new teachers should be recognized, supported and rewarded by the colleges, the school districts, and the Board of Education.

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